

Assessment in the Early Years Foundation Stage 2017-18

Pre arrival in school

The transition report from all early years providers will be used to record initial age bands for children on entry into the school. This may be transferred electronically if the pre-school uses Tapestry.

Baseline Assessments

All Reception children will undertake NFER Baseline Assessment within the first half term in school. This assesses the children in all prime areas of the EYFS profile.

By the first half term (October) in the Reception Year all children will have their achievement and progress recorded using the age development bands on Pupil Asset and every half term thereafter.

Ongoing Assessments

All children will be formally and informally observed and assessed throughout their time in Reception. The children will have observations recorded and matched to the strands of the EYFS Profile. This may be completed through the use of Tapestry Software. Each half term point during the year: October, Christmas, February, Easter, May and July achievement and progress will be recorded using the age development bands on Pupil Asset Tracking system summarising the learning observations recorded as stated above.

Moderation of Evidence

To triangulate evidence collected towards assessing achievement and progress for each strand and area of the EYFS Profile, the EYFS staff will meet each term to formally moderate and scrutinise one another's evidence base and challenge judgements being made. This will be verified by meeting within our local cluster of schools and working with colleagues who have undertaken full statutory moderation. Each member of the EYFS team will also over a three year period experience statutory moderation and 'trailing moderation'.

Assessment in Yr1 -6: 2017-18

In addition to ongoing formative assessments completed on how children perform in lessons and the outcomes they achieve on a daily basis that informs future planning of teaching and learning, the following summative assessments are completed:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Teacher Assessments	Teacher Assessments	Teacher Assessments	Teacher Assessments	DNEAT External Test	Teacher Assessments
Year 2	Teacher Assessments	Historic Yr2 SATs papers	Historic Yr2 SATs papers	Historic Yr2 SATs papers	Yr2 SATs	Teacher Assessments
Year 3	Teacher Assessments	Teacher Assessments	Teacher Assessments	Teacher Assessments	DNEAT External Test	Teacher Assessments
Year 4	Teacher Assessments	Teacher Assessments	Teacher Assessments	Teacher Assessments	DNEAT External Test	Teacher Assessments
Year 5	Teacher Assessments	Teacher Assessments	Teacher Assessments	Teacher Assessments	DNEAT External Test	Teacher Assessments
Year 6	Teacher Assessments	Historic Yr6 SATs papers	Historic Yr6 SATs papers	Historic Yr6 SATs papers	Yr6 SATS	Teacher Assessments
Reporting to parents	Parents evening – expectation setting	End of term report to parents, outcomes reported for all subjects taught to this point plus targets for maths and English provided. Attendance	Parents evening – work outcomes and targets	End of term report to parents, outcomes reported for all subjects taught to this point plus targets for maths and English provided. Attendance		End of year report to parents with follow up appointments. Attendance

Teacher Assessments will use:

This triangulates outcomes from formative assessment in class, published summative assessments (using tests from the list below), ITAFS where appropriate and moderation of writing, reading and maths completed each half term within the federation and beyond. This will form a judgement for the teacher to submit on the electronic tracking system for Reading, Writing, VGPS and Maths each half term and Science and RE each Term (Pupil Asset). Non-Core Subjects will be tracked using our paper tracking where children are assessed against the National Curriculum programmes of study at the start and end of a topic.

Headline data outcomes for core and non-core subjects are then used to form the discussion and challenge of half termly Pupil review Meetings led in each academy by the Head of School, at these meetings the SEND provision Map, Intervention Plans etc are updated to reflect on current needs.

Rising Stars Tests – this suite of tests progress in ARE for each year group through the year and focus on Maths, Reading and SPAG. They provide an ARE outcome for each child related to the learning expectations of the National Curriculum.

Historic SATs papers – this will be for Yr2 and Yr6 and based on the last two years new curriculum SAT papers and practice papers published by the STA.

Other Published Tests – these standardised nationally published tests will include CGP, Twinkl and other published schemed tests as appropriate (e.g. PIXL Tests for Yr3,4&5).

The table below outlines the frequency of each child’s assessment points for each national curriculum subject in one academic year, **subjects in RED are tracked using Pupil Asset**, ALL are reported on to parents each term:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	√	√	√	√	√	√
Writing	√	√	√	√	√	√
VGPS	√	√	√	√	√	√
Maths	√	√	√	√	√	√
Science		√		√		√
Computing	Tracked on our paper tracking systems at the start and end of a topic (as per long term planning).					
History						
Geography						
Art						
Design Technology						
PE						
Music						
Foreign Languages						
RE (Agreed Syllabus)						

Note: This Programme is subject to change during the academic year if needed.

Tracking Pupil Attainment

The federation uses the DNEAT expected tracking system – Pupil Asset. Data for children is entered as stated above. The following language / colours are used for attainment:

	Well Below
	Below
	Working Towards
	Just at Expected
	Securely At Expected
	Greater Depth
	Exceptional

Tracking Pupil Progress

Progress is also tracked on Pupil Asset calculated using prior attainment groups and national transition matrices. This allows a flat model to be used to judge progress from age related outcome to age related outcome. The following language / colours are used for progress:

	Well Below Expected	Progress measures are then reported as Value Added mirroring the average scores of the cohort and reporting them as +/- figures e.g. +0.14 (positive progress).
	Below Expected	
	Just Below Expected	
	Expected	
	Just Above Expected	
	Above Expected	
	Well Above Expected	

Our assessment system produces two measures on our tracking system:

1. Number of children working at age related expectations (ARE), above and below. This would be classed as our attainment measure.
2. Progress in terms of value added, if a child is judged at reaching age related outcomes at each assessment point in the year then they would make expected progress giving a value added as 0.00, if they move upwards between the attainment bands then this is measured as positive value added at 1 point per band e.g. moving from expected to above expected would give a value added of +1.00.

Both attainment and progress are analysed in terms of whole school (by subject), year group, disadvantaged, SEND and any other identified groups.